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ABSTRACT

We cannot afford to continue letting 2.5 million young people leave formal education each year without a marketable skill or a career goal. Career education will take time and money, talent and commitment. While the Federal government can provide seed money for innovation and reform, the real thrust and the real money to implement career education must come from State and local commitment and resources. Education's success or failure in making career education an integral and worthwhile part of the learning process is some years away. The true test will come when the 62 million students in our elementary and secondary schools complete their formal education and start looking for jobs. By the end of the 1970's only one-fifth of the jobs will require a 4-year college degree. But most of these jobs will require training beyond high school. Blue collar jobs as we have known them are fast disappearing. Expanded instructional programs for career clusters are now being developed. More than 750,000 children are now participating in more than 100 career education pilot projects. Many State and local school districts are funding career education projects on their own initiatives. So it is clear that career education is indeed alive and well, both in the Office of Education and in the State and local communities. A related document is available as ED 073 307. (Author/MF)

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CAREER EDUCATION: ALIVE AND WELL*

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AS ACTING COMMISSIONER OF EDUCATION, AND AS A SPOKESMAN FOR THE ONGOING INITIATIVES OF THE OFFICE OF EDUCATION, I FEEL A LITTLE LIKE MARK TWAIN WHEN HE READ HIS OWN OBITUARY IN THE NEWSPAPERS. BEING AT THE TIME VERY MUCH ALIVE IN MIND AND BODY, TWAIN WIRED THE NEWSPAPERS THAT REPORTS OF HIS DEMISE WERE SOMEWHAT EXAGGERATED.

I THINK A SIMILAR COMMENT IS IN ORDER ON THE COMMITMENT OF THE OFFICE OF EDUCATION TO CAREER EDUCATION. DESPITE SOME CHANGES IN ADMINISTRATIVE RESPONSIBILITY AND SOME BUDGETARY BELT-TIGHTENING, I CAN ASSURE YOU THAT CAREER EDUCATION IS ALIVE AND WELL IN THE OFFICE AND, IF ANYTHING, IS MOVING AHEAD WITH ACCELERATED VIGOR AND VITALITY.

TRUE, THE FOUR NATIONAL CAREER EDUCATION MODELS HAVE MOVED TO THE NEW NATIONAL INSTITUTE OF EDUCATION. TRUE, DISSEMINATION ACTIVITIES FORMERLY HOUSED IN OE'S NATIONAL CENTER FOR EDUCATIONAL COMMUNICATIONS, INCLUDING THOSE DISSEMINATION FUNCTIONS RELATED TO CAREER EDUCATION, HAVE ALSO TRANSFERRED TO NIE. MOREOVER, IT IS TRUE THAT THE OFFICE OF EDUCATION, ALONG WITH OTHER FEDERAL AGENCIES, WILL UNDOUBTEDLY OPERATE IN A BUDGET SITUATION FOR THE REMAINDER OF THIS FISCAL YEAR, AND PROBABLY NEXT YEAR AS WELL, THAT WILL REQUIRE SOME VERY CAREFUL DECISIONS ABOUT HOW BEST TO ALLOCATE AVAILABLE DOLLARS.

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*BEFORE THE CONFERENCE ON CAREER EDUCATION: IMPLICATIONS FOR MINORITIES, SHERATON-PARK HOTEL, WASHINGTON, D.C. FEBRUARY 1, 1973, 2:30 P.M.

WITHIN THIS BUDGETARY FRAMEWORK, HOWEVER, I BELIEVE I CAN SAY WITHOUT EQUIVOCATION THAT CAREER EDUCATION IS NOW AND WILL REMAIN A TOP PRIORITY OF THE OFFICE OF EDUCATION. I REALLY DON'T SEE HOW IT CAN BE ANYTHING LESS. IN THE FIRST PLACE, THERE IS A FEDERAL RESPONSIBILITY TO EDUCATION, TO HELP IT GENERATE REFORMS BOTH IN INSTITUTIONAL MANAGEMENT AND CLASSROOM INSTRUCTION THAT WILL COME CLOSER TO MEETING STUDENT DEMANDS FOR RELEVANCE AND TAXPAYER DEMANDS FOR FISCAL RESPONSIBILITY.

IN THE SECOND PLACE, GIVEN THEIR ENTHUSIASTIC RESPONSE TO THE CAREER EDUCATION CONCEPT OVER THE LAST TWO YEARS, I DOUBT THAT EDUCATORS, OR INDUSTRY AND LABOR LEADERS, OR CIVIC AND ETHNIC GROUPS, OR STUDENTS AND THEIR PARENTS, WOULD LET US BACK OFF AT THIS POINT. SID MARLAND TOUCHED A RESOUNDING CHORD IN THE NATIONAL PSYCHE WHEN HE BEGAN TO CALL, SOME 26 MONTHS AGO, FOR CAREER ORIENTATION AND PREPARATION PROGRAMS FOR EVERY STUDENT IN OUR SCHOOLS AND COLLEGES -- PROGRAMS THAT WOULD ENABLE EVERY STUDENT TO CHOOSE A CAREER HE REALLY WANTS AND TO GET THE TRAINING THAT WOULD MAKE SUCCESS IN THAT CAREER NOT ONLY POSSIBLE BUT PROBABLE.

THAT'S A MAMMOTH PROPOSITION, IF YOU STOP TO THINK ABOUT IT. AND I WOULD BE LESS THAN CANDID IF I LEFT THE IMPRESSION THAT CAREER EDUCATION IS GOING TO RISE LIKE A PHOENIX OVERNIGHT AND TRANSFORM THE CAREER OPTIONS AND ASPIRATIONS OF THE COUNTRY'S ENTIRE SCHOOL AND COLLEGE POPULATION.

WE ARE TALKING ABOUT A CURRICULUM RESTRUCTURING THAT WILL HELP EVERY ONE OF THE 54 MILLION CHILDREN IN OUR ELEMENTARY AND SECONDARY SCHOOLS, PLUS ANOTHER 8 MILLION YOUNG PEOPLE IN COLLEGE AND OTHER POST-HIGH SCHOOL PROGRAMS, SELECT AND PREPARE FOR CAREERS CONCEIVABLY PICKED FROM A UNIVERSE OF 20,000 AVAILABLE OCCUPATIONS. THAT'S HOW MANY DISTINCT CAREERS HAVE BEEN IDENTIFIED AND CODIFIED BY THE DEPARTMENT OF LABOR. WHILE NO STUDENT IS GOING TO EXPLORE ALL 20,000, IF NEARLY 62 MILLION STUDENTS ARE EXPOSED TO A FRACTION OF THAT NUMBER, THE POSSIBLE PERMUTATIONS AND COMBINATIONS WOULD BE ENOUGH TO DRIVE MATHEMATICIANS TO THEIR COMPUTERS. DEVELOPING INSTRUCTIONAL UNITS FOR KINDERGARTEN THROUGH THE HIGH SCHOOL YEARS AND BEYOND IN BROAD CAREER CATEGORIES -- THE OFFICE OF EDUCATION HAS IDENTIFIED 15 SUCH CAREER CLUSTERS -- TRAINING TEACHERS IN THEIR USE, PROVIDING BETTER GUIDANCE AND COUNSELING PROGRAMS, AND WORKING OUT SOME PRETTY DETAILED LOGISTICS ALL ALONG THE LINE ADD UP TO A MAJOR UNDERTAKING ON THE PART OF AN EDUCATIONAL SYSTEM THAT COMPRISES 16,000 INDIVIDUAL SCHOOL DISTRICTS AND 2,300 SEPARATE COLLEGES AND UNIVERSITIES.

THE POINT IS THAT CAREER EDUCATION IS GOING TO TAKE TIME -- AND TALENT -- AND COMMITMENT -- AND MONEY. I PERSONALLY THINK IT CAN BE DONE. WE NEED TO MOVE AHEAD WITH INSTALLATION OF INSTRUCTIONAL UNITS IN AS MANY SCHOOLS AND COLLEGES AS POSSIBLE, JUST AS SOON AS THE UNITS HAVE BEEN ADEQUATELY TESTED IN DEMONSTRATION SITUATIONS. WE JUST CANNOT AFFORD TO CONTINUE LETTING 2.5 MILLION YOUNG PEOPLE LEAVE FORMAL EDUCATION EACH YEAR WITHOUT A MARKETABLE SKILL OR CAREER GOAL.

AT THE SAME TIME, I THINK WE NEED TO RECOGNIZE THAT THE TRUE TEST OF CAREER EDUCATION'S SUCCESS OR FAILURE -- OR RATHER EDUCATION'S SUCCESS OF FAILURE IN MAKING CAREER EDUCATION AN INTEGRAL AND WORTHWHILE PART OF THE LEARNING PROCESS -- IS STILL SOME YEARS DOWN THE ROAD. THE REAL TEST WILL COME WHEN THOSE 54 MILLION SCHOOL CHILDREN AND 3 MILLION POST SECONDARY STUDENTS COMPLETE THEIR FORMAL EDUCATION AND START LOOKING FOR JOBS IN THEIR CHOSEN FIELD. I CERTAINLY THINK ONE THING THE RESEARCH COMMUNITY NEEDS TO UNDERTAKE IS A LONGITUDINAL STUDY OF A SIGNIFICANT SAMPLE OF THESE YOUNG PEOPLE - TO DETERMINE FIRST, IF THEY DO ENTER THE FIELD FOR WHICH THEY WERE PREPARED, SECOND, IF THEY DO WELL IN THAT FIELD, AND THIRD, IF THEY LIKE WHAT THEY ARE DOING AND WOULD SELECT THE SAME CAREER IF THEY HAD IT TO DO OVER AGAIN.

A LITTLE LATER I WOULD LIKE TO TOUCH BRIEFLY ON SOME OF THE INITIATIVES WE ARE SUPPORTING IN THE OFFICE TO TRY TO GET CAREER EDUCATION OFF THE GROUND. MANY OF THESE INITIAL EFFORTS ARE VERY PROMISING, AND SHOW, I BELIEVE, THAT IN THE AGGREGATE WE ARE FURTHER ALONG THAN WE REALIZE. I SUSPECT BILL PIERCE WILL BE MORE SPECIFIC IN COMMENTING ON INDIVIDUAL ACTIVITIES. AS OUR NEW DEPUTY COMMISSIONER FOR OCCUPATIONAL AND ADULT EDUCATION AND COORDINATOR OF CAREER EDUCATION ACTIVITIES IN OTHER DEPUTYSHIPS, HE IS NOW REALLY MR. CAREER EDUCATION FOR THE OFFICE. I BELIEVE THE PROJECTS WE ARE UNDERWRITING REPRESENT A VIABLE AND RESPONSIBLE APPROACH, AND I WILL WELCOME YOUR REACTIONS.

RIGHT NOW I WANT TO COMMENT ON ONE OR TWO OF THE CONCERNS THAT SURROUND THE CAREER EDUCATION CONCEPT.

LIKE MOST LARGE AND LARGELY UNTRIED IDEAS, CAREER EDUCATION HAS ITS DOUBTERS AND DISBELIEVERS. MANY OF YOU HAVE RAISED SERIOUS AND REASONABLE QUESTIONS THAT CALL FOR SERIOUS AND REASONABLE DISCUSSION. I WELCOME THE OPPORTUNITY THIS CONFERENCE AFFORDS TO GET AT SOME OF THE THINGS THAT TROUBLE YOU -- AND THAT TROUBLE YOUR CONSTITUENCIES. MOST IMPORTANTLY, I SEE THIS AS AN OPEN FORUM IN WHICH WE CAN AIR AND SHARE CONCERNS AND HOPEFULLY FIND SOLUTIONS TO THEM. I ASSURE YOU THAT THE RESOLUTIONS YOU ADOPT AT THE CLOSE OF THE CONFERENCE WILL BE MOST CAREFULLY CONSIDERED BY ALL OF US RESPONSIBLE FOR CHARTING POLICY AND MAKING PROJECT GRANT DETERMINATIONS WITHIN THE OFFICE.

I WOULD HOPE THAT STATE EDUCATION AGENCIES AND LOCAL SCHOOL DISTRICTS WILL GIVE SIMILAR CONSIDERATION TO YOUR CONCERNS AND REQUESTS IN MAKING THEIR POLICY AND PROGRAM DECISIONS IN REGARD TO CAREER EDUCATION. I SAY THIS BECAUSE I THINK WE NEED TO KEEP CONSTANTLY IN MIND THE FACT THAT THE FEDERAL GOVERNMENT CAN PROVIDE SEED MONEY FOR INNOVATION AND REFORM, BUT THE REAL THRUST AND THE REAL MONEY TO IMPLEMENT CAREER EDUCATION IS GOING TO HAVE TO COME FROM STATE AND LOCAL COMMITMENT AND RESOURCES.

SOME CONCERN ABOUT THE CAREER EDUCATION CONCEPT HAS BEEN EXPRESSED BY ORGANIZATIONS REPRESENTING A NUMBER OF VIEWPOINTS: FOR EXAMPLE, THE URBAN LEAGUE, THE AFL-CIO, LIBERAL ARTS EDUCATORS AND, TO SOME EXTENT, THE EDUCATION PRESS. DR. MARLAND HAS MANAGED A CONCISE SUMMATION OF THE ISSUES IN HIS INTRODUCTION TO THE BOOK OF ESSAYS BY OUR PANEL OF CRITICS (DR. MARLAND'S SPEECH WILL DESCRIBE BACKGROUND AND PURPOSE OF BOOK) AND I WOULD LIKE TO QUOTE A BRIEF PASSAGE.

REVIEWING THE EARLY DEVELOPMENT OF THE CAREER EDUCATION NOTION IN THE OFFICE OF EDUCATION, HE ASKS MANY OF THE QUESTIONS YOU AND OTHERS HAVE ASKED. HE SAYS:

> WERE WE BENT UPON AN ANTI-INTELLECTUAL AZIMUTH THAT WOULD DENY THE HISTORIC MEANING OF THE LIBERAL ARTS? WERE WE SO PREOCCUPIED WITH OCCUPATIONAL FULFILLMENT THAT WE ENDANGERED THE ULTIMATE EDUCATIONAL IDEAL OF PERSONAL, SOCIAL, EMOTIONAL, AND HUMANISTIC FULFILLMENT? WERE WE THOUGHTLESSLY EXTOLLING THE VIRTUES OF TECHNICAL EDUCATION (SUCH AS IN COMMUNITY COLLEGES) TO THE CORRESPONDING IMPLIED DISPARAGEMENT OF THE LIBERAL ARTS INSTITUTIONS? WERE WE SEEKING TO TRACK MINORITY STUDENTS INTO "BLUE COLLAR" JOBS AT THE TIME WHEN THE COLLEGE DOORS WERE BEING OPENED WIDER? WERE WE ACCENTUATING THE "WORK ETHIC" AT A TIME WHEN SOME YOUNG PEOPLE BELIEVED THEY HAD FOUND A NOBLER MOTIVATION THAN ECONOMIC GAIN?

I THINK ONE THING COMES THROUGH LOUD AND CLEAR IN THESE KINDS OF QUESTIONS AND THESE KINDS OF ISSUES. WE HAVE NOT BEEN USING THE ENGLISH LANGUAGE TO BEST ADVANTAGE. WE HAVE NOT BEEN COMMUNICATING WITH YOU AS WELL AS WE SHOULD HAVE, OR INDEED, AS WE HAVE TRIED TO. THE ANSWER TO EACH AND EVERY ONE OF THOSE QUESTIONS, AT LEAST AS WE IN THE OFFICE OF EDUCATION HAVE VISUALIZED AND CONCEPTUALIZED CAREER EDUCATION FROM THE OUTSET, IS A RESOUNDING "NO."

CAREER EDUCATION WAS NEVER INTENDED TO DEVALUE A LIBERAL ARTS EDUCATION OR TO STRESS OCCUPATIONAL PREPARATION AT THE EXPENSE OF PERSONAL AND HUMANISTIC DEVELOPMENT. AND IT IS CERTAINLY NOT AN APPROACH DESIGNED TO TRACK MINORITY STUDENTS INTO BLUE COLLAR JOBS, TO DENY THEM THE ADVANTAGES OF A COLLEGE EDUCATION, OR TO PLACE UNDUE EMPHASIS ON THE WORK ETHIC.

THE TRUTH LIES IN THE ABSOLUTE REVERSE OF THESE NEGATIVE ASSUMPTIONS, AND THERE IS A TOUCH OF IRONY IN THE FACT THAT A REFORM EFFORT SUCH AS CAREER EDUCATION IS BEING IDENTIFIED WITH THE VERY WRONGS IT IS TRYING TO RIGHT.

CAREER EDUCATION SIMPLY SAYS THAT EVERY STUDENT SHOULD BE AWARE OF ALL SORTS OF CAREER OPTIONS, THAT THE SON OF A MOTEL MANAGER MAY WANT TO FOLLOW IN HIS FATHER'S FOOTSTEPS BUT SHOULD ALSO KNOW THAT HE HAS THE ABILITY AND OPPORTUNITY TO BECOME A FORESTER OR OCEANOGRAPHER OR ATTORNEY. THINK BACK TO YOUR DAYS AS A TEENAGER. HOW MANY CAREERS DID YOU KNOW ABOUT, BEYOND THOSE IN WHICH YOUR FAMILY AND THE PARENTS OF YOUR FRIENDS WERE INVOLVED? DESPITE SOMEWHAT MORE EXPOSURE TO THE WORLD OF WORK THROUGH TELEVISION, I SUSPECT MOST YOUNG PEOPLE TODAY ARE IN THE SAME BOAT. A RECENT STUDY SHOWS THAT EVEN SCHOOL-SPONSORED FIELD TRIPS TEND TO FOCUS ON MUSEUMS AND ART GALLERIES WITH ALMOST NO EXPOSURE TO PLACES WHERE PEOPLE PURSUE THEIR CAREERS. SO AN IMPORTANT ASPECT OF CAREER EDUCATION IS TO BROADEN THE THINKING AND CAREER-SELECTION PROCESS FOR EVERY STUDENT.

A SECOND MAJOR THRUST OF CAREER EDUCATION IS TO MOTIVATE AND PREPARE EVERY YOUNG PERSON TO GO AS FAR AND AS FAST AS HIS OWN INTERESTS AND CAPABILITIES WILL TAKE HIM.

IF HE SELECTS A CAREER THAT REQUIRES A 4-YEAR OR 2-YEAR COLLEGE DEGREE, THEN COLLEGE IS AN ESSENTIAL STEP IN HIS CAREER DEVELOPMENT AND HIS HIGH SCHOOL PREPARATORY WORK AND GUIDANCE COUNSELING SHOULD LEAD HIM IN THIS DIRECTION. BUT OUR YOUNG PEOPLE SHOULD NOT BE ENCOURAGED THESE DAYS TO GO TO COLLEGE JUST FOR THE PRESTIGE AND SO-CALLED STATUS THAT A COLLEGE EDUCATION PROVIDES. HIGHER EDUCATION IS COSTLY AND TIME-CONSUMING. AND IT SHOULD BE DIRECTED NOT ONLY AT EXPANDING YOUNG MINDS BUT ALSO AT GIVING THEM THE SKILLS TO COMPETE IN REWARDING CAREERS.

SHIRLEY CHISHOLM MAKES THIS POINT VERY WELL IN THE LITTLE PAMPHLET, COMMENTS ON CAREER EDUCATION. SHE SAYS:

> LET "OLD IVY" CONTINUE TO OPERATE FOR THOSE STUDENTS WHO WANT A DEGREE FOR THE OLD-FASHIONED REASONS--CULTURE, PRESTIGE, AND EVEN IN RARE CASES THE SIMPLE LOVE OF LEARNING. BUT FOR MOST STUDENTS, LET US ABOLISH THE TYRANNY OF THE FOUR-YEAR DEGREE IN THE ARTS OR SCIENCES, AND THE PREJUDICE THAT IS THE SINE QUA NON OF AN EDUCATED PERSON. A DEGREE SHOULD NOT BE SOUGHT, AS IT IS BY MOST STUDENTS NOW, AS A UNION CARD TO ADMIT THEM TO AN UPPER MIDDLE CLASS OCCUPATION.

IF ANYTHING, THE UNION CARD OF THE 1970'S FOR THE MAJORITY OF YOUNG PEOPLE IS NOT A FOUR-YEAR DEGREE, JUST AS IT IS NOT A HIGH SCHOOL DIPLOMA. THE DEPARTMENT OF LABOR SAYS THAT BY THE END OF THE DECADE FOUR OUT OF EVERY FIVE JOBS WILL NOT REQUIRE A FOUR-YEAR DEGREE.

WHAT OFTEN GETS LOST IS THE OTHER HALF OF THIS PROJECTION -- THAT MOST OF THESE JOBS WILL REQUIRE TRAINING BEYOND HIGH SCHOOL. IN OTHER WORDS, THE NEW TECHNOLOGIES AND SERVICE INDUSTRIES HAVE CREATED A NEW MIDDLE GROUND OF JOB OPPORTUNITIES THAT CALL FOR ONE OR TWO YEARS OF TRAINING BEYOND HIGH SCHOOL BUT DO NOT REQUIRE A FOUR-YEAR COLLEGE DEGREE. BLUE COLLAR JOBS AS WE HAVE KNOWN THEM IN THE PAST ARE FAST DISAPPEARING. ALL OF WHICH SAYS WE NEED TO STOP INDOCTRINATING OUR YOUNG PEOPLE WITH THE NOTION THAT ANY CAREER ASPIRATION NOT BASED ON AN ACADEMIC OR PROFESSIONAL DEGREE IS SOMEHOW DEMEANING, SOMEHOW UNWORTHY OF BECOMING ONE'S LIFE GOAL. TO CONTINUE THIS FALLACIOUS IDEA IS A DISSERVICE TO OUR YOUNG PEOPLE, AND YOU AS MINORITY LEADERS HAVE A RESPONSIBILITY IN HELPING TO TURN THE TIDE OF PUBLIC OPINION.

LET ME TURN NOW TO SOME OF THE PROJECTS AND PROGRAMS RELATED TO CAREER EDUCATION BEING SUPPORTED BY THE OFFICE OF EDUCATION. WHILE THE RESEARCH AND DEVELOPMENT INITIATIVES FOR CAREER EDUCATION HAVE MOVED TO THE NATIONAL INSTITUTE OF EDUCATION, THE OFFICE OF EDUCATION CONTINUES MAJOR EFFORTS TO DEVELOP CURRICULUM UNITS AND SUPPORT DEMONSTRATION PROJECTS IN EVERY STATE AND TERRITORY.

FOR INSTANCE, CONTRACTS HAVE BEEN AWARDED TO SOME OF THE NATION'S TOP CURRICULUM SPECIALISTS TO DEVELOP HIGH SCHOOL INSTRUCTIONAL PROGRAMS FOR FIVE OF THE 15 CAREER CLUSTERS I MENTIONED EARLIER. CLUSTERS NOW BEING DEVELOPED ARE CONSTRUCTION, MANUFACTURING, TRANSPORTATION, PUBLIC SERVICE, AND COMMUNICATIONS AND MEDIA. PILOT TESTING OF THESE PROGRAMS IS SCHEDULED FOR SCHOOL YEAR 1973-74.

LOOKING AHEAD, I EXPECT WE WILL SUPPORT DEVELOPMENT OF PROGRAMS FOR THE OTHER CLUSTERS AT THE HIGH SCHOOL LEVEL IN THE NEXT COUPLE OF YEARS AND, AT THE SAME TIME, EXTEND THE INSTRUCTIONAL PROGRAMS FOR THE FIRST FIVE CLUSTERS DOWN INTO THE JUNIOR HIGH AND ELEMENTARY GRADES AND UP TO THE POST-SECONDARY LEVEL.

ALONG WITH CLUSTER MATERIALS, WE ARE ALSO SUPPORTING DEVELOPMENT OF RELATED CURRICULUMS, FOR INSTANCE, PROGRAMS IN SUCH NEW TECHNOLOGIES AS ELECTRO-MECHANICS, NUCLEAR MEDICINE, BIOMEDICINE, AND CONCRETE TECHNOLOGY. THERE ARE CAREER EDUCATION PROGRAMS ON THE DRAWING BOARD FOR GIFTED AND TALENTED CHILDREN, FOR CONSUMER EDUCATION, FOR THE NATION'S CONVERSION TO THE METRIC SYSTEM, AND EVEN FOR THE NURSERY SET. STARTING APRIL 2 AND RUNNING THROUGH MID-MAY, CAPTAIN KANGAROO, THE TELEVISION PROGRAM THAT HAS GARNERED THE UNDIVIDED ATTENTION OF YOUNG CHILDREN FOR 17 YEARS NOW, WILL RUN TWICE WEEKLY A SERIES OF 4-MINUTE FILMS ON THE CAREER CLUSTERS. DESIGNED FOR YOUNGSTERS AGE 3 TO 6, THE SERIES IS CALLED THE WORLD OF COULD BE YOU AND IT HAS A WIZARD AND CHILDREN OF MANY RACES EXPLORING THE WORLD OF FARMING, THE ENVIRONMENT, HOMEMAKING, AND SO ON. EDUCATORS KNOW THAT THE PRESCHOOL YEARS ARE NOT TOO EARLY TO START CAREER ORIENTATION FOR CHILDREN, AND WE HAVE BEEN PLEASED TO SUPPORT THIS UNDERTAKING.

ON ANOTHER FRONT, WE HAVE RECOGNIZED THAT TEACHERS HAVE THEIR OWN CREATIVE WAYS OF INTERPRETING AND EXPANDING ON BASIC CURRICULUM MATERIALS AND THAT THEIR UNDERSTANDING OF THE CAREER EDUCATION CONCEPT IS CRUCIAL TO SUCCESSFUL IMPLEMENTATION IN THE CLASSROOM.

STATES AND TERRITORIES HAVE RECEIVED SUPPORT TO HELP THEM ASSESS THEIR OWN TEACHER TRAINING NEEDS AND TO DEVELOP STUDY PROGRAMS FOR AT LEAST 7,000 TEACHERS, TRAINERS OF TEACHERS, AND ADMINISTRATORS. BY WORKING WITH THE DEANS AND PROFESSORS IN SCHOOLS OF EDUCATION, WE HAVE TRIED TO INCORPORATE CAREER EDUCATION INTO THE UNDERGRADUATE PREPARATION OF STUDENT TEACHERS SO THEY WILL NOT NEED INSERVICE TRAINING LATER.

MORE THAN 750,000 CHILDREN ARE PARTICIPATING IN OVER 100 CAREER EDUCATION PILOT PROJECTS IN EVERY STATE AND TERRITORY. STARTED IN 1970, THESE PROJECTS UNDER THE VOCATIONAL EDUCATION ACT PREDATE DEVELOPMENT OF THE NATIONAL SCHOOL-BASED MODEL, ONE OF THE FOUR MODELS TRANSFERRED TO THE NATIONAL INSTITUTE OF EDUCATION. IN FACT, SOME OF THE PRACTICAL EXPERIENCE GAINED FROM THESE PROJECTS HELPED US TO CONCEPTUALIZE THE SCHOOL-BASED MODEL.

IF WE LOOK AT THE 50 PROJECTS, ONE IN EACH STATE, SUPPORTED UNDER PART C (EXEMPLARY PROJECTS) OF THIS LEGISLATION, WE FIND THAT 15 PROJECTS ENROLLING 112,000 CHILDREN ARE LOCATED IN INNER CITY NEIGHBORHOODS WHERE MOST YOUNGSTERS COME FROM MINORITY BACKGROUNDS. THESE CHILDREN COMPRISE 20 PERCENT OF THE 375,000 YOUNGSTERS IN THE 50 PROJECTS NATIONWIDE. FROM A DOLLAR STANDPOINT, ONE-HALF OF THE $8 MILLION ALLOCATED TO EXEMPLARY PROJECTS THIS YEAR GOES FOR CAREER EDUCATION ACTIVITIES FOR BLACK, INDIAN, AND SPANISH-SURNAME CHILDREN.

AND SOME EXCITING THINGS ARE BEGINNING TO HAPPEN. RIGHT HERE IN THE DISTRICT OF COLUMBIA, FOR EXAMPLE, WHICH HAS MORE THAN 95 PERCENT BLACK ENROLLMENT, EXEMPLARY PROJECT FUNDS ARE HELPING TO DEVELOP A CAREER EDUCATION PROGRAM THAT STRESSES COMMUNITY INVOLVEMENT.

WITH ASSISTANCE FROM LOCAL BUSINESS, INDUSTRY, AND SERVICE AGENCIES, SENIORS IN 10 ACADEMIC HIGH SCHOOLS WHO DO NOT PLAN TO ENTER COLLEGE, IMMEDIATELY AT LEAST, ARE GETTING OCCUPATIONAL SKILLS TRAINING THAT WILL PREPARE THEM FOR REWARDING CAREERS UPON GRADUATION. WHEN IT TOOLED UP LAST SUMMER, THE SCHOOL SYSTEM HAD ENTERTAINED THE HOPE THAT IT MIGHT RECRUIT 500 SENIORS FOR THE PROGRAM. IN THE END, THE PUBLICITY CAMPAIGN IT MOUNTED IN COOPERATION WITH THE BOARD OF TRADE PROVED SO EFFECTIVE THAT IT HAD TO MAKE ROOM FOR 530 STUDENTS.

ANOTHER EXAMPLE OF USOE CONCERN FOR EFFECTIVE CAREER EDUCATION PROGRAMS FOR MINORITIES IS THE OUTSTANDING EFFORT IN PHILADELPHIA UNDER THE ASTUTE GUIDANCE OF THE REVERENT LEON SULLIVAN. FUNDED JOINTED BY THE OFFICE AND NIE, THE ENTERPRISE IS COMBINING THE PURPOSES OF THREE OF THE FOUR NATIONAL RESEARCH MODELS -- SCHOOL-BASED, EMPLOYER-BASED, AND HOME-BASED. PARTICIPATING ARE THE GERMANTOWN HIGH SCHOOL AND ITS ELEMENTARY AND JUNIOR HIGH SCHOOL FEEDER SYSTEM -- A TOTAL OF 17 SCHOOLS. ABOUT HALF OF THE PARTICIPATING YOUNGSTERS ARE FROM GERMANTOWN HIGH, THE OTHER HALF ARE DROPOUTS.

OUT IN THE STATES THAT FLANK THE CONTINENTAL DIVIDE WE ARE SUPPORTING ANOTHER PROMISING ENDEAVOR THAT COMBINES EDUCATIONAL INNOVATION AND SPACE TECHNOLOGY. NASA PLANS TO LAUNCH AN EXPERIMENTAL SATELLITE OVER THE ROCKIES NEXT APRIL TO TEST SATELLITES AS TELEVISION RELAYS IN REMOTE AREAS. ONE THING THE SATELLITE WILL TEST IS THE FEASIBILITY OF BRINGING CAREER EDUCATION INTO HOMES AND SCHOOLS ON INDIAN RESERVATIONS AND IN OTHER REMOTE COMMUNITIES.

WITH OUR SUPPORT, THE FEDERAL OF ROCKY MOUNTAIN STATES IS DEVELOPING A CAREER AWARENESS PROGRAM FOR THIS TV TRANSMISSION. AND I THINK IT SPEAKS FOR THE STATE OF ART THAT THE SATELLITE WILL CARRY FOUR AUDIO BANDS. THIS MEANS THAT WITH THE TWIST OF THE SOUND DIAL, THE TV SET THAT BRINGS IN ONE VISUAL PICTURE CAN GIVE YOU THE SOUND NARRATIVE IN, SAY, NAVAJO, HOPI, SPANISH, AND ENGLISH. THE FEDERATION OF ROCKY MOUNTAIN STATES IS WORKING ON THIS SORT OF FOUR-LANGUAGE ADAPTATION.

FINALLY, LET ME MENTION THAT THIS YEAR NEARLY ONE MILLION VIETNAM-ERA VETERANS ARE ENROLLED IN CAREER-RELATED PROGRAMS SUPPORTED BY THE OFFICE, INCLUDING THE CAREER OPPORTUNITIES PROGRAM, TALENT SEARCH, UPWARD BOUND, VOCATIONAL EDUCATION, AND THE VARIOUS COLLEGE STUDENT LOAN PROGRAMS.

NO EXPOSITION OF THE GROWING MOVEMENT TOWARD CAREER EDUCATION WOULD BE COMPLETE WITHOUT A MENTION OF STATE AND LOCAL INITIATIVES. A NUMBER OF STATES AND LOCAL SCHOOL DISTRICTS CLEARLY BELIEVE THAT CAREER EDUCATION IS THE WAY TO GO. FOR EXAMPLE, THE LEGISLATURES OF ARIZONA, FLORIDA, AND NORTH CAROLINA ARE EACH PUTTING UP $3 MILLION A YEAR TO HELP SCHOOL DISTRICTS CONVERT TO CAREER EDUCATION. WYOMING AND GEORGIA ARE ALSO HEAVILY COMMITTED. DALLAS, IN APPROPRIATE TEXAS STYLE, IS CONVERTING ON ITS OWN, AND OTHER CITIES ARE FAST REACHING THE SOME CONCLUSION.

SO IT IS CLEAR THAT CAREER EDUCATION IS INDEED ALIVE AND WELL, BOTH IN THE OFFICE OF EDUCATION AND IN THE STATES AND LOCAL COMMUNITIES. WHAT WE NEED TO DO NOW IS MAKE SURE THAT IT SERVES THE INTERESTS AND ASPIRATIONS OF EVERY YOUNGSTER IN EVERY SCHOOL IN THE NATION.